

Editorial

The current **Beyond Words Online Journal** comes to readers with seven articles consisting of two Perspectives, four Research and a Book Review. The Book Review is significant because the book reviewed, *Narrative Inquiry in Language Teaching and Learning Research*, is the first book on narrative inquiry research method for Second Language Teaching (SLA). Harumi Kimura and George M. Jacobs. presented the contents clearly and critically.

The first perspective article touches the recent confusing issue. Scholars have been wondering how editors from “international, indexed” journals know their expertise and email addresses, and invite them to write for the journal; and, at the end, inform a certain amount of fee authors must contribute, if published. **Willy A. Renandya** who has been observing these “*abracadabra, alakazam, hocus pocus*” practices for a long time attempts to make us aware of what a bogus journal is and mentions “15 reasons why as members of the academic community we should shun journals of dubious quality.”

The second much debated issue is “Should vocabulary be taught in context, as a part of reading comprehension, or separately?” **Feng Teng** who obtained his master degree in TESOL from University of Canberra in 2009, and whose research interest is teaching and learning vocabulary, proposes eight strategies to effective vocabulary teaching, among others they include high-frequency words appropriate to students’ level; direct and explicit, not incidental; foster students’ awareness of the importance of being able to learn vocabulary for speaking and writing; adding online materials when it is not available in the textbook.

The third article is a study by **Geoffrey M. Maroko and Alice Kiai** from Kenya. It is about the analyses of the use of tenses in Humanities and Science. Finding that tense usage is dependent on the specific field of study, the authors recommended that a Genre-Approach of

Academic Writing be applied, accommodating the practical and philosophical requirements of the respective field of study.

Natasha H. Chenowith, a Ph.D. candidate at Kent University, found that students experienced a sort of indirect marginalization or cultural “othering.” Her subjects were international students from various departments--other than English, but learned English for their study. She found that the obstacles in learning (fear, shy, silence) were based on the broad differences students experience at how they learned at home and in the U.S. She suggested that students be exposed to both cultures and linguistic system to make English learning more effectively.

A prototype computer-based reading comprehension program was proposed and then researched by **Pannathon Sangarun**. A techno savvy herself, she combined modern technology-based program for large number of students, and personal-based understanding of meaning making during reading comprehension. It also accommodates critical thinking that is a significant requirement for the 21st Century learning.

Julia Eka Rini discusses the position of English among other languages in Indonesia. English is still the first foreign language. Chinese, or Mandarin, albeit it flourishes in schools and business could not compete English for political and psychological reasons. Which English is more popular depends on the background of the users. However, educated English is the one used in the academia.

Our big gratitude goes to Anna Siyanova, Ph.D., Victoria University of Wellington, New Zealand; Prof. Eugene Sadtono, Ph.D., Ma Chung University, Malang, Indonesia; Prof. Deepti Gupta, Ph.D. , Panjab University, India; Prof. Dr. Patrisius Istiarto Djiwandono, Ma Chung University, Malang, Indonesia; Willy A. Renandya, Ph.D., NIE, Nanyang Technology

University, Singapore; Mateus Yumarnamto, Ph.D. candidate at Bloomington University, Indiana, U.S.A.; for reviewing the articles in the current journal. Without their expertise, this issue will not be as it is now.

Our appreciations to all authors. Your sharing of knowledge is a big contribution to our existence as scholars.

The Editors